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ABSTRACT

Two plans were developed to provide in-service training to teacher aides in a large urban school district: one, an intensive program involving 30 hours of training divided into five all-day sessions or 12 shorter sessions; the other, a year-long program providing a series of 17 two-week modules from which teacher aides could choose. This paper outlines the specific topics dealt with in each of the all-day sessions in the intensive program and in each of the modules in the year-long program. The intensive program offered training in the teaching of phonics, reading, and children's literature; modules dealt with a wide range of concerns, including the role of the teacher aide, child and adolescent development, and techniques for teaching reading and the language arts. (GW)

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In-Service Models for Teacher-Aide Programs

by

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and

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CS003854

In a large urban school district teacher-aide in-service consisted of sporadic one-day sessions. Realizing the inadequacy of such instruction the authors were asked by the district to develop a model in-service program. Two plans were designed: one an intensive program that resulted in two college credits for high school graduates, and the other a year-long model for continuing in-service.

While the intensive college credit program was taught by college professors, the year-round program utilized both college and master classroom teachers as instructors. Funding was provided for the intensive program by the school district and the year-round model was federally funded.

The College Intensive Model. The first model and schedule are presented below:

The College Intensive Model

Schedule A

all day Saturday	9 - 3:30
following Friday	9 - 3:30
Saturday	9 - 3:30
following Friday	9 - 3:30
Saturday	9 - 3:30

Schedule B

5 successive Sat. 9 - 3:30

Schedule C

M-W-F	3:30 - 6:00
M-W-F	3:30 - 6:00
M-W-F	3:30 - 6:00
M-W-F	3:30 - 6:00

SCHEDULE A

I. First Saturday

A. Overview of Reading, Reading Research, and the Reader with Problems

B. Fundamentals of Manuscript and Cursive Writing - Discussion Using Transparencies of Children's Handwriting - Problem Areas

C. Introduction to a Modified Phonics Program (as program continued Aides made a set of Facilitator Cards)
   1. Vowel letter/sound relationships - long and short a, e, i, o, u, also the schwa
   2. Consonants that vary (c, g, s)
   3. Initial blends with r, l, s
   4. Unique 'h' digraphs ch, gh, ph, sh, th, wh

D. Film and Discussion - Remedial Reading: Who, What, When, Where, Why (Jab Press)

E. Children's Literature
   1. Trends and books
   2. Films and filmstrips for enjoyment and appreciation

F. Construction of Blackboard Feltboard for Individual or Small Group Use

II. First Friday

A. Review of previous Phonic Principles thru a Self-Evaluation Form

B. Using song as a way to learn vowel sounds

C. Introduction to consonant/digraphs with first silent letter, gn, kn, wr, ck

D. tch and dge and their relationship to ck (all follow a short vowel)

E. A comparison of Linguistic and Basal-Type Readers

F. Construction and Playing Bingo-type and Word Power games

G. Media
   1. Films and filmstrips for enjoyment and appreciation

H. Children's Literature
   1. Trends and books
   2. Films and filmstrips for enjoyment and appreciation

I. Construction of Letter and Word Holders

SCHEDULE A

III. Second Saturday

A. Review of Previous Principles thru a Self-Evaluation Form

B. Introduction to Concept of Sight Words
1. Dolch Sight Words and Thought Units
2. Harris-Jacobson List
3. Using these lists for informal diagnosis

C. Introduction to Vowel Digraphs/Diphthongs
1. Digraphs/diphthongs with a -- ai, ay, au, aw
2. Digraphs with e -- ee, ea, ie, ei, ey
3. "Digraph" with i -- igh
4. Digraph/diphthongs with o -- oa, oo, ou, ow, oi, oy
5. Diphthongs that encode /oo/ -- ui, ue, ew

D. Comparison of Three Local Phonics Programs with Differing Organization and Emphasis

E. Children's Literature
1. Trends and books
2. Films and filmstrips for enjoyment and appreciation

F. Construction of Sight Word Ladders and Tachistiscopes for Student Use

IV. Second Friday

A. Review of Previous Phonic Principles thru a self-evaluation form

B. Y as a consonant, vowel, digraph, and diphthong yellow, mystery, apply, obey, boy

C. R-Conditioned Vowels
1. With single vowels as er, ir, ur, wor, /er/ also or and ar
2. With vowel digraphs as air and ear

D. Overview of Commercial Phonic Programs
1. Similarities
2. Difference in cost
3. Format and organization

E. Fun Vocabulary Word Lists

F. Structural Analysis - Its Importance in Word Attack Skills
1. Compound Words
2. Prefixes, Suffixes, and Roots
3. Syllabication

G. Contextual Analysis
1. In Word Attack
2. In Determining Meaning
3. Limitations
4. Self Check

H. Children's Literature
1. Trends and books
2. Film and filmstrips for enjoyment and appreciation

I. Construction of Individual Rack Holders for Vocabulary and Sentence-Construction

V. Final Saturday

A. Final Phonic Review using the set of constructed Facilitator Cards

B. Language Experience - Different Approaches
1. Penny Platt
2. Sylvia Ashton Warner
3. Roach Van Allen

C. Using Language Experience with Remedial Students

D. Skills Needed in Oral Reading

E. Conducting a Small Group Using a Basal Reader

F. Children's Literature
1. Trends and books
2. Films and filmstrips for enjoyment and appreciation

C. Completion of a model of Children's Books modeled after Children's Literature

H. Discussion of Classroom Attitudinal Problems

The Year-Round Model

Within this year-round program, aides could select any of the two-week modules to complete, these modules providing for both continuing high school accreditation and/or updating professional status. The year-round program and schedule follows:

THE YEAR-ROUND MODEL*

MODULE I

A. The Educational Aide-Roles
   1. The school and community
   2. The teacher and aide
   3. The student and aide
   4. The parent and aide

B. Responsibilities of the Educational Aide
   1. Job Description
   2. Duties
   3. Qualifications
   4. Code of ethics
   5. Personal grooming and attitudes

C. Career Ladder
   1. Becoming a more successful aide
   2. Communication skills for the aide
      a. written
      b. oral

D. Guidelines for Classroom Organization and Management
   1. Room arrangement
   2. Areas of interest
   3. Multi-level grouping
   4. Team teaching

E. Record Keeping
   1. Attendance
   2. Lunch money
   3. Correcting and recording papers
   4. Inventory supply report
   5. Observation and keeping anecdotal records

MODULE II

The Child and Adolescent: Physical Growth and Development/The Child and Adolescent: Intellectual Growth and Language Development

A. Characteristics of Children at Different Developmental Ages
   1. Primary
   2. Elementary
   3. Junior High

B. Characteristics of Children with Special Needs
   1. Handicapped
   2. Exceptional
   3. Culturally Different

C. Individual Differences in Relation to Student Behavior and Learning Patterns

D. How Children and Adolescents Learn at Different Age Levels
   1. Primary
   2. Elementary
   3. Junior High

E. Motivational Techniques
   1. Primary
   2. Elementary
   3. Junior High

F. Learning Language
   1. Birth - 5 years
   2. Elementary years
   3. Standard English and dialect differences
   4. Ways of increasing language potential

MODULE III

Human and Interpersonal Relationships

A. Overview of Classroom Interrelations
   1. Teacher/Aide Role
   2. Interrelations Peer/Peer
   3. Symptoms of behavioral problems
   4. Causes of misbehavior
   5. School code for discipline

B. Techniques to Enhance Interpersonal Relations
   1. Suggestions for maintaining classroom control
   2. Guidance techniques that promote healthy psychological growth
   3. Role playing and discussion

MODULE IV

The Developmental Skill Reading Process

A. Word Recognition
   1. Readiness for reading
   2. Phonics analysis

MODULE V

Word Recognition Continued

A. Sight Words

B. Structural Analysis

C. Syllabication

D. Contextual Analysis

MODULE VI

Comprehension in the Developmental Reading Process

A. Developing vocabulary

B. Paragraph meaning

C. Content Reading

D. Critical evaluation

MODULE VII

Using the Basal in a Group - Individualizing the Basal

A. Types of Basals

B. The guided reading lesson

C. Follow-up activities

D. Criteria-Referenced Tests

MODULE VIII

Bulletin Board Techniques

A. Using related topics to motivate

B. Types of materials and supplies

C. Techniques for bulletin board lettering

D. Demonstrations and technique workshop

MODULE IX

Language Arts

A. Orientation to an Integrated Language Arts Program. Integration of speech and writing skills with other curriculum

B. Skill Instruction
   1. Handwriting
   2. Spelling
   3. Listening
   4. Mechanics of writing
   5. Writing
      a. Organizing and reporting
      b. Creative writing

MODULE X

Language Arts (continued)

A. Learning Centers
   1. Development
   2. Kinds of Activities

B. Demonstration of Learning Activities

C. Construction of Learning Activities

MODULE XI

Language Arts - Children's Literature

A. Research on Importance of Children's Literature in the Curriculum

B. Recent Trends and Book Examples
   1. New realism
   2. Ethnic books
   3. Changing role of women
   4. Non-textbooks and "word" books

C. Exemplary Picture Books

D. Exemplary Upper Grade Books

E. Related Media and Puppetry

F. Poetry and Choral Reading

G. Motivation of Reading Using Children's Literature

H. Children Creating Books

MODULE XII

Beginning or Advanced Typing

A. General Instructions
   1. Letters
   2. Miscellaneous forms

B. Practice Typing Techniques

C. Evaluation

MODULE XIII

Making and Producing Duplicated Materials

A. Operating Office Machines
   1. Spirit Duplicator
   2. Stencil Duplicator
   3. Masterfax
   4. Adding-calculating machines

B. Demonstration and Practice
   1. Operating office machinery

C. Evaluation

MODULE XIV

Making and Producing Duplicated Materials (continued)

A. Copying Machine

B. Making Transparencies

C. Demonstration and Practice

D. Evaluation

MODULE XV

Working with Audio-Visual Materials

A. Types
   1. Filmstrip
   2. Movie projector
   3. Carrousel
   4. Tape recorder

B. Operation

C. Care
   1. Operation
   2. Storage
   3. Inventory methods

D. Practice Laboratory

E. Evaluation

MODULE XVI

Use of the Library/Media Center

A. Purpose and Need

B. Procedures
   1. Preparing library cards cards
   2. Cataloguing
   3. Library forms
   4. Shelving books

C. Making Displays and Exhibits

D. Evaluation

MODULE XVII

Working in the Library/Media Center

A. Relationship with Staff and Students

B. Equipment Used

C. Information Sources

D. Reference Materials

E. Discussion, Demonstration and Workshop

F. Evaluation

*Each module covers a two-week period.

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It was a pleasure to work with the teacher-aides in both programs. They proved most eager to learn, enthusiastic and responsive, and exhibited great professionalism as well as pride in their work.

The authors found, however, a great range in background knowledge of reading. They were initially shocked to note some of the aides lacked those very same skills they were supposed to be reinforcing in the classroom. Additionally, some of the aides indicated they worked with the most handicapped readers--readers that would tax the skill and expertise of the specialist. This practice certainly needs to be changed.

Since our experiences in working with aides might be typical of many other large urban areas, these model programs adapted to the needs of each particular school district might prove beneficial. Whatever model is selected should be one that encourages skill development, professionalism, and personal growth.